



NEWTON POPPLEFORD PRIMARY SCHOOL POSITIVE BEHAVIOUR MANAGEMENT POLICY

Positive behaviour management is the responsibility of all staff and the wider school community. It is a co-operative venture: we work as part of a team. Mutual support, consistency and communication are an essential component of this teamwork.

The following positive behaviour strategies detailed below were agreed during the adoption of this policy:

- Use voice, positioning and body language
- Establish well defined routines for gaining attention/quiet
- Share attention between all members of a class
- Model good manners and consideration for others
- Choose and use the policy methods of reward and sanction
- Condemn the action, never the child
- Catch them being good. Look for opportunities to praise pupils for behaving well
- Don't bear a grudge. Be prepared to wipe the slate clean
- Be clear about what constitutes unacceptable behaviour
- Use pupil-friendly systems such as 'Good to be Green' and noise gauges
- Build in appropriate support and stretch in every lesson
- Consider groupings
- Explain clearly the effects of pupils' behaviour 'You did this, so now'
- Use distraction techniques (e.g. humour) to deflect anger and avoid confrontation
- Where appropriate - Set up a 'time out' facility
- Use controls, restrictions and sanctions that are fair, and consistently applied

PHILOSOPHY

The Behaviour Management Policy at Newton Poppleford Primary School is a statement of good practice that covers all aspects of school that contribute to the development and maintenance of good behaviour and a positive ethos both inside and outside the classroom.

Effective Behaviour Management is essential for the smooth running of the school. The school recognises the importance of teaching behaviour and does this explicitly through the curriculum and implicitly through example.

All members of the school are expected to help maintain an atmosphere conducive to learning with courtesy and consideration for others as basic requirements, allowing teachers to teach and pupils to learn.

This policy should be read in conjunction with the school's SEN Policy, Anti-Bullying Policy, and Use of force to restrain pupils.

Through this policy there is;

- An inclusive ethos focusing on emotional health and well-being. All staff take responsibility for meeting social and emotional needs of the school community and model appropriate behaviour and good relationships.
- A designated Behaviour and Attendance Leader as part of a Senior Leadership Team and time to carry out the role
- Whole school positive behaviour and attendance policies, emphasising reward and recognition, understood and implemented by all with rewards and sanctions used proportionately, fairly and consistently
- Consultation with, and involvement of, children in planning for policy and provision
- Appropriate training for all staff in meeting the social and emotional needs of individual pupils
- Good teaching and learning strategies: a broad, balanced, stimulating, flexible, motivating curriculum.
- Early identification of barriers to learning
- Classroom management strategies to support individual needs
- Setting values and celebrate diversity
- Setting is welcoming, nurturing and emotionally literate, offering a safe and supportive learning environment
- Setting has good relationships, and works in partnership with parents
- Anti-bullying culture supported by policy and strategies
- Close working between pastoral and SEN systems
- Child and parents have access to preventative and pro-active external support
- Access to initiatives e.g. SEAL
- Catch up opportunities for children
- Welcoming, informative induction processes for new staff, pupils and parents

AIMS

The overarching aims are:

- **To promote good behaviour and encourage achievement.**
- **To support pupils in learning self-discipline.**
- **To enable effective teaching and learning.**
- **To create a safe and secure environment for pupils and staff.**
- **To teach pupils to understand, accept and tolerate differences in individuals.**

All staff are responsible for the behaviour and discipline of pupils in their charge and should use effective strategies and sanctions to maintain an orderly environment for learning. In dealing with matters of indiscipline or unacceptable behaviour, staff should always:

Act justly and fairly and be seen to do so.

Establish a relationship of respect with pupils.

Deal promptly and personally in matters of discipline.

Apply a consistent approach.

Both rewards and sanctions will be used by staff to promote a positive ethos in the school and every lesson should incorporate praise and encouragement of pupils.

The successful implementation of this policy depends on full participation. Every member of the school has a responsibility to ensure positive behaviour.

Expectations of Pupils:

- To be prepared to listen and learn.
- To control his/her own behaviour.
- To let others work and make progress.
- To sort out disagreements without resorting to physical/verbal aggression.
- To respect property. Not to damage, take or misuse the property of other people or the school.
- To make their best effort to understand and accept differences and the individuality of everyone.
- To work to the best of their ability.
- To wear full school uniform.
- To follow school rules.

Expectations of Teaching Staff:

- To provide opportunities for pupils to learn to the best of their ability by setting suitable learning challenges, removing barriers to learning, accepting diversity.
- To provide an environment in which pupils can learn.
- To teach positive behaviour.
- To plan and prepare stimulating lessons.
- To teach respect by treating pupils with fairness and consistency.

- To teach interpersonal skills by promoting positive supportive relationships within their teaching groups and during circle time.
- To support the school's positive behaviour and SEN policy.
- To set up useful, interesting and relevant work if an absence from a lesson can be foreseen.
- To avoid shouting, confrontation, aggression, sarcasm, humiliation, personal comments about pupils and whole class punishments resulting from poor conduct of only some of the class.

Expectations of Teaching Assistants:

- To support all pupils but particularly SEN pupils within the classroom.
- To work in collaboration with the classroom teacher to remove barriers to learning for individuals and groups of pupils.
- To help the teacher to create and sustain a positive culture to learning where praise and encouragement outweigh sanctions.
- To consistently implement the school's SEN and Positive Behaviour Policy.

Expectations of Leadership Group:

- To support staff in managing pupil behaviour by ensuring that systems for managing and monitoring behaviour and attendance exist and are consistently implemented.
- To ensure that good practice is both developed and shared e.g. by observation of teachers who are skilled in behaviour management.
- To ensure that INSET is provided for staff that develops the individual and supports school priorities.
- To ensure that the school regularly communicates with parents, carers and governors.
- To provide effective support for teachers presented with extremely challenging and uncooperative pupil behaviour.
- To provide clear leadership and support for the school's behaviour policy.
- To provide a visible and dependable support to staff throughout the day.
- To ensure a curriculum is in place which motivates the disaffected.

Expectations of the Governing Body:

- To monitor the effectiveness of the school's Positive Behaviour Policy.
- To support the Headteacher and Leadership Team in the monitoring of attendance and exclusions of different groups of pupils.
- To form a Governors' Disciplinary Committee, with a clear role and guidelines for action, which meets as required.

Expectations of Parents:

- To ensure their child's regular attendance and punctuality.
- To encourage their child to bring the right equipment and wear full school uniform.
- To co-operate with the school to ensure that their child follows the school's Positive Behaviour Policy.

- To keep the teachers aware of any circumstances which may affect their child's learning and behaviour.
- To maintain regular contact with the school through attendance at parents' evenings, and, as appropriate, through planners, letters, reports and telephone calls.
- To encourage and support their child in completion of homework.

REWARDS

Encouragement, praise and reward are an essential part of positive behaviour. The school supports a merit system and all staff are expected to apply it consistently and according to the criteria. Verbal praise and encouragement should be used often and in every lesson,

We expect:

- Good behaviour
- Punctuality
- Respect
- Children to work to the best of their ability
- Rewards should be given to any pupil who achieves over and above these basic expectations

REWARDS SYSTEM

Rewards will be in the form of Team points, 'Good to be Green' Certificates, Celebration assembly certificates (recognising both academic achievement and good behaviour),.

Recognition of pupils reaching a certain number of rewards is as follows:

- Children will be awarded one point for every 'Good to be Green' certificate, Celebration Assembly certificate and other achievements both within school (i.e. representing the school at an event) and out of school.
- 10 points = Bronze Badge
- 25 points = Silver Badge
- 50 Points = Gold Badge

(With the introduction of new badges in September 2015 these numbers have been adjusted for the older year groups to enable them to attain some of the targets)

Within each class there maybe additional rewards as appropriate.

The system will only work if rewards have value and are consistently applied according to clear criteria.

CRITERIA FOR THE AWARDING OF TEAM POINTS

1. Achievement of outstanding work of a high standard in the group or class
2. Sustained improvement in the standard of work over several weeks.
3. Showing initiative of a good standard.
4. Determined effort in tackling areas of difficulty.
5. Keeping neat, well-maintained books.
6. Wearing full school uniform.
7. Helping the school community
8. Commitment to extra-curricular activities e.g. Music, Drama, PE etc
9. Acting responsibly and with concern for others e.g.
 - Assisting new pupils to settle into school.
 - Handing in found items (to reward honesty).
10. Supporting children with additional needs.
11. Representing the school team

As an additional reward for team points, teams can earn non-school uniform days each term by gaining 2000 team points. Children and parents will be updated regularly on progress through celebration assemblies and on the Poppleford post.

SANCTIONS

Children will not always behave in the way we may wish and we will then implement sanctions which are two-fold:

- To punish
- To get pupils to reflect on their inappropriate behaviour and learn strategies to avoid such behaviour in the future.

The following grid acts as a guideline to staff as to how to deal with incidents. It is for guidance, rather than being prescriptive; each incident should be considered in its context but the guidance should aid whole school consistency.

	Stage	Guidelines for Consequences/Action
Low level disruption such as: <ul style="list-style-type: none">• Chatting• Inattentive• lack of work• low level arguing• uniform infringements• misuse of equipment/environment• lack of respect• not following instructions• dawdling in the cloakrooms• pupil showing off• shouting out answers when asked to put hand up• getting out of place when not asked• restless behaviour• fussing• name calling	Stage 1 Dealt with by teacher	<ul style="list-style-type: none">• Verbal warning• Name written on board• Yellow Consequence card• Red Warning Card• Recorded on cpoms where appropriate

	Stage	Guidelines for Consequences/Action
<p>Persistent low level disruption:</p> <ul style="list-style-type: none"> • continuation of above into same or future lesson having given pupils every chance to remedy their previous poor behaviour • not following instructions • inattentive • telling lies 	<p>Stage 2 Dealt With by teacher</p>	<ul style="list-style-type: none"> • Verbal warning • Name written on board • Yellow Consequence card • Red Warning Card • Recorded on cpoms
<p>Mid-level disruption:</p> <ul style="list-style-type: none"> • repeated failure to respond to stage 2 action • cheek/insolence • answering back/arguing/ rudeness • telling lies • throwing missiles • intentionally damaging property • swearing • bullying • fighting • stealing • sexual comments • physical harm to others • refusing to move seat when asked • verbal abuse to teachers • racial harassment • leaving class without permission • refusing to work 	<p>Stage 3 Teacher or possibly Head teacher or member of Senior Mgt Team</p>	<ul style="list-style-type: none"> • red/yellow card • recorded on cpoms • (if red card) teacher to inform parents or telephone call to parents • videoing pupil • exclusion to other classes • Internal Exclusion

	Stage	Guidelines for Consequences/Action
High level disruption - Repeated incidences of level 3	Stage 4 Headteacher intervention	<ul style="list-style-type: none"> • Continual record kept on cpoms • withdrawn from lessons • short term exclusion • lunch time exclusion • PSP • permanent exclusion • manage a graduated response as per LA strategy

EMERGENCY PROCEDURES FOR REMOVAL OF A PUPIL FROM A CLASSROOM.

Procedures:

- Quietly and calmly ask the pupil to leave the classroom and spend a little time in the designated alternative area or classroom.
- If the pupil is unresponsive send for the Headteacher who will ask the pupil to remove themselves from the classroom.
- If the situation worsens then the class teacher, where circumstances warrant, should remove the rest of the class from the room and the Headteacher and another member of staff would stay with the isolated child.

Exclusion

The Headteacher, may in extreme cases, decide to issue the pupil with an exclusion from school. This must be in line with the Exclusion Policy. Exclusions can only occur if:

1. There is a serious breach of the behaviour policy, i.e. serious misbehaviour, as outlined in this policy

AND

2. Where allowing the pupil to remain in school, this would seriously harm the education or welfare of the pupil or others in the school.

In deciding to exclude a pupil:

- The civil standard of proof must be used; 'on the balance of probabilities' it is more likely than not that a fact is true.
- The school **must** act **Lawfully, Reasonably** and all school **Policies** must be demonstrably followed.
- The school **must** provide appropriate care and education for the pupil for the remainder of the day which supports the child develop their understanding of their behaviour and it's impact on others.
- **Must** take into account the pupil's chronology, which is relevant to the decision to exclude.
- **Must** collect the 'pupil voice' of the pupil who is being considered for exclusion without bias; including the date, time, and whereabouts of the incident, full names of individuals must be included in their account. Record directly onto CPOMS or append paper version
- **Must** fully investigate the incident, recording witness statements, interviews, without bias; including the date, time, and whereabouts of the incident, full names of individuals included in the account of the incident and the name of the person being interviewed. These could be done on paper and attached to CPOMS, or directly onto CPOMS
- **Must** make written notes on, telephone calls with parents or carers which must be kept; including the date, time, and summary of the details given. Notes on the conversation and parental responses must be faithfully represented. These could be done on paper and attached to CPOMS, or directly onto CPOMS
- **Must** demonstrate how the school has taken into account any underlying SEN needs, whether identified or unidentified and how the school has already made reasonable adjustments to the children provision to date.
- **Must** Identify all current multi agency support, guidance and advice sought and implemented.
- **Must** telephone the parent/ guardian of the pupil being excluded to explain the decision to exclude. Two attempts **must** be made across the day to the parent/guardian to discuss the exclusion by Headteacher this is deemed as reasonable attempts to contact them (note times and numbers tried).
- **Must** write to the parent explaining clearly the incident, relevant issues within the pupil's chronology, the outcomes of the investigation and the judgements reached based upon all of these. See Exclusion Policy

CLEAR PROCEDURES AND PRACTICE FOR BEHAVIOUR IN:

These rules were decided upon by the children in a whole school assembly

PLAYGROUND, FIELD AND MILLENNIUM GARDEN

We will;

- be considerate to each other
- play nicely together with no rough play
- be polite and respect everyone
- stand quietly when the bell is rung
- only play with our own class ball at lunchtime and at no other time of the day.
- when running around take care and think of smaller children and take extra care when it's wet.
- when it is wet keep out of puddles.
- always try to include others in our games
- ensure bikes and scooters are only ridden outside school
- walk at all times in the millennium garden
- respect and leave the plants alone in the millennium garden
- use the millennium garden as a quiet place

MOVING AROUND SCHOOL AND WALKWAYS

- We will at all times walk sensibly and quietly on the left.
- When we are walking into assembly we will be silent.
- We will always take care of others.

LUNCHTIMES

We will;

- walk in and out of the hall sensibly.
- line up sensibly.
- pick up our litter when we are leaving.
- scrape our plates carefully.
- show good manners always, saying 'please' and 'thank you'.
- listen to the adults.
- talk quietly.
- respect the staff.

ASSEMBLIES

We will;

- enter and leave assembly silently.
- sit properly with our legs crossed.
- sit silently in assembly.
- listen carefully to the person taking assembly and put our hand up to talk
- only clap to celebrate